DOCUMENT RESUME

ED 077 840 SP 006 048

AUTHOR	Eisen, Irving
TITLE	Careers in Teaching and Education.
INSTITUTION	B'nai B'rith, Washington, D.C. Vocational Service.
PUB DATE	72
NOTE	43p.; Revised Edition
AVAILABLE FROM	B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 ($1.50)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Career Choice; *Career Opportunities; *Career Planning; Jews; Minority Groups; Occupational Choice; *Teacher Employment; Teacher Recruitment; *Teacher Role; *Teacher Salaries

ABSTRACT

This booklet, presenting information on careers in education and teaching, is addressed primarily to high schccl students and first- and second-year college students. A short history of teaching is presented along with a description of the essential nature of a teacher's work. Teaching situations and conditions are explained, with emphasis on the social and psychological rewards offered in the profession. Information is also given on teacher requirements and training, employment opportunities, salaries, and benefits. Some of the information has relevance to minority groups, particularly Jewish youth. The final sections of the booklet present some general information on the outlook for careers in education and provide addresses for further procurement of information. A 2-page bibliography is included. (BRB)

Under the Editorship of
DR. S. NORMAN FEINGOLD, *National Director*
B'NAI B'RITH CAREER AND COUNSELING SERVICES

BBCCS Pamphlet #1010

B'NAI B'RITH CAREER AND COUNSELING SERVICES

NATIONAL COMMISSION

CHAIRMAN

IRVING RUBINSTEIN, SR.
New York, N. Y.

HONORARY CHAIRMEN

DR. ALFRED A. BENESCH
Cleveland, Ohio

MILTON BERGER, ESQ.
Bal Harbour, Fla.

DR. MAURICE JACOBS
Philadelphia, Pa.

DR. LEON J. OBERMAYER
Philadelphia, Pa.

VICE-CHAIRMAN

STANLEY M. KAUFMAN
Dallas, Tex.

TREASURER

KIVIE KAPLAN
Chestnut Hill, Mass.

SECRETARY

MRS. HAROLD L. BLUM
Bloomfield, Conn.

DAVID M. BLUMBERG
President, B'nai B'rith

MRS. NATHAN HOLSTEIN
President, B'nai B'rith Women

RABBI BENJAMIN M. KAHN
Exec. Vice President, B'nai B'rith

DR. SAMUEL E. BINSTOCK
Pittsburgh, Pa.

WALTER BUCHMAN
Minneapolis, Minn.

DR. SAMUEL FRIEDMAN
Baltimore, Md.

MELVIN H. GUNN
Hamilton, Ontario, Canada

DR. REUBEN S. HORLICK
Arlington, Va.

MILTON W. KADISH
Waterbury, Conn.

NAP KAPINSKY
Ottawa, Ontario, Canada

HARRY N. KATZ
Southfield, Mich.

LEONARD KIRSCHNER
Cincinnati, Ohio

STANLEY J. KRONICK
Minneapolis, Minn.

ROBERT LEFF
Van Nuys, Calif.

MRS. ALBERT MARKENSON
St. Louis, Mo.

MRS. NAT MILLER
North Miami Beach, Fla.

DR. MILTON MINTZ
Nashville, Tenn.

JACK PANITCH
Philadelphia, Pa

SIDNEY RUDOLPH
Passaic, N. J.

MRS. A. LOUIS SEGAL
Philadelphia, Pa.

CHARLES WALLACH
Cleveland, Ohio

B'nai B'rith (Hebrew for "Sons of the Covenant") was founded in the United States of America in 1843. It is today the largest and oldest Jewish service organization in the world.

This publication has been produced by B'nai B'rith Career and Counseling Services as one of the many public services of B'nai B'rith.

Photo credits to Mr. Peter Dreyfuss

LIBRARY OF CONGRESS CATALOG NUMBER 62-22154

FILMED FROM BEST AVAILABLE COPY

ED 077840

CAREERS IN TEACHING AND EDUCATION

by IRVING EISEN, Ed. D.
Associate Professor of Psychology
Southern Connecticut State College

Acknowledgement is herewith given to the assistance of Rose E. Esposito, B.S., M.S., Assistant Professor of Education, Supervisor of Off-Campus Student Teaching, Southern Connecticut State College, New Haven, Conn.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

BBCCS

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

SP 006 048

Copyright B'nai B'rith Career and Counseling Services 1972
Printed in USA
B'NAI B'RITH CAREER AND COUNSELING SERVICES
1640 Rhode Island Ave., N.W., Washington, D.C. 20036

By WALT WHITMAN

And these I see, these sparkling eyes,
These stores of mystic meanings, these young lives,
Building, equipping like a fleet of ships, immortal ships,
Soon to sail out over the measureless seas,
On the soul's voyage.

Only a lot of boys and girls?
Only the tiresome spelling, writing, ciphering classes?
Only a public school?

Ah more, infinitely more;
(As George Fox rais'd his warning cry, "Is this pile of brick and mortar, these dead floors, windows, rails, you call the church?
Why this is not the church at all—the church is living, ever living souls.")
And you America,
Cast you the real reckoning for your present?
The light and shadows of your future, good or evil?

To girlhood, boyhood look, the teacher and the school.

From "An Old Man's Thought of School."

CAREERS IN TEACHING AND EDUCATION

by **IRVING EISEN, Ed. D.**
Associate Professor of Psychology
Southern Connecticut State College

INTRODUCTION

THIS CAREER BOOKLET describes the rich and varied work-life of the *classroom teacher.* It is addressed mainly to high school students and to college freshmen and sophomores.

We will venture out of the classroom to get an overview of what others in the educational enterprise are doing. We can look briefly at the work activities of professionals who started their own careers as teachers—principals, supervisors, coordinators, superintendents. We will examine briefly, too, the occupations of other professionals with whom teachers often work cooperatively to help young people—school counselors, nurses, social workers, school psychologists. Our major attention, however, will focus on the classroom teacher.

We will try to encourage a view of teaching as a *career,* rather than as a narrow, repetitive occupation. A *career* is defined as "a running course of a person's life, a succession of positions which have a predictable and controllable pattern." We will emphasize social and psychological concepts of teaching as a way of *living* through which you may—if teaching is right for you—find self-expression and self-fulfillment.

There are many instances throughout the booklet where data about teaching which has relevance for minority youth are pointed out. More specific steps which can be taken by minority youth to achieve a college education are suggested.

The needs of Jewish youth are recognized in many ways.

Teaching has long been a profession which many Jewish youth tend to choose. The study by the National Office of B'nai B'rith Career and Counseling Services involving 6,600 Jewish youth in 40 states and the District of Columbia clearly confirmed that teaching is high on their list of occupational choices. It might well be suggested that Jewish values, traditions and attitudes toward learning are reflected by the interest of Jewish youth in education as a career. This pamphlet was written with the purpose of meeting needs of Jewish youth.

In particular, much attention is drawn to a career in higher education. In spite of the small number of colleges which are sponsored by the Jewish community, there are recent indications that opportunities for a career as a college professor are improving. The number of colleges with Jewish presidents and the growing acceptance of Jewish professors in colleges are significant. The administrative table of organization in higher education and other information about college teaching are dealt with in detail throughout this career booklet.

A section for students who do not plan to complete a four-year program of college is included. The opportunities in education for young people and adults who graduate from a junior college as *teacher aides* are explored.

The material here will have meaning for many adults. Military personnel who retire at a relatively early age can find it useful. A special section, "Teaching—a Second Career for Women?" is included primarily for the mother whose children are all in school.

DO YOU REALLY KNOW WHAT "TEACHING" IS?

WHAT DOES "TEACHING" MEAN TO YOU? What will someone who prepares to spend his entire career life as a teacher probably do? Do you have an inaccurate picture, based only on what you have seen of your own teachers?

There's an old fable about three blind men who tried to describe to each other how an elephant must look. Each based his own image only on the part of the elephant that he touched. Unfortunately, one blind man touched only the elephant's tail, the second touched the trunk, and the third touched a leg. The result, of course, was a sharp disagreement based on their inadequate investigations.

You would be ill-advised if you were to base a decision about a career in teaching only on your own contact with teachers you have known. A career in teaching can include many different occupations. You really need to look at the broader field of *education*

before making a decision to become part of it. We can think of education as though it were an industry—a complex, cooperative enterprise in which many different jobs are being performed. Education is a busy, thriving world of many workers. Educators turn out our nation's most valued end products—knowledgeable and happy boys and girls, informed and fulfilled men and women.

The classroom teacher's role is the central one in the total educational enterprise. More educators are teachers than all other related professionals combined. Teachers are in closest and most frequent contact with the students toward whose benefit all educational efforts are directed. Teachers play the most immediate and active part in helping boys and girls to learn, to acquire knowledge and understanding, to become informed and aware, and to grow toward educated and self-disciplined maturity.

THE HISTORY OF TEACHING

TEACHING IS ONE OF CIVILIZATION'S OLDEST PROFESSIONS. It has been among its most honored. In Jewish community life, the meaning of "rabbi" has been that of leader and *teacher*. In India the "guru" is a highly respected *teacher*. Christ has been called a *teacher*. Socrates, Plato, and Aristotle were teachers.

The history of education has been called the "record of the emphasis which different societies have placed on the physical and mental development of the individual."

The first compulsory education law was passed by the Hebrew people of Judah in the year 64 A.C.E. The Arabs developed the first university-like institutions. Benjamin Franklin inaugurated the first practical-minded, flexible, "comprehensive" high school, Franklin's Academy.

The teacher in America has inherited the work of many early leaders who placed great emphasis on free public education for every citizen. Thomas Jefferson was a founder of the first institution which offered a liberal arts curriculum, the University of Virginia. Other great American educators include the founder of the first English-speaking kindergarten, Elizabeth Peabody, and the founder of Howard University, General Otis Howard.

The teacher in America can be proud that he is following in the path of men and women of all creeds and colors who have fought for the high ideals of our culture through education. These ideals include equality of opportunity, faith in the intelligence and judgment of the people, freedom of speech and press, and the belief that control ultimately must come from within the group and not from external sources. Americans have long agreed, as stated by

another great teacher, Horace Mann: the minimum of education in a form of government like ours "can never be less than such as is sufficient to qualify each citizen for the civil and social duties he will be called to discharge."

As a teacher, you will become familiar with and responsive to the progressive heritage of the teaching profession. You will want to function as a leader in our society's on-going efforts to maintain and expand its fund of knowledge. You will become sensitive to the teacher's opportunities for service in our society's continuing, dynamic efforts to examine and revise our values and mores.

THE ESSENTIAL NATURE OF THE TEACHER'S WORK

HERE IS A *partial list* of job titles by which someone who thinks of himself as a *teacher* may be known:

academic dean
adult education instructor
agricultural extension specialist
agriculture teacher
athletic coach
audio-visual specialist
auto driving instructor
chancellor
charm course instructor
college president
commercial teacher
correspondence school instructor
counselor
county-agricultural agent
dean of boys
elementary school teacher
English teacher
foreign language teacher
foreign student adviser
Four-H Club agent
governess
ground instructor (aviation)
headmaster
home economics teacher
industrial arts teacher
instructor
kindergarten teacher
lecturer
principal
professor
research assistant
speech teacher
stenography teacher
superintendent
supervisor
teaching fellow
teacher of blind
teacher of deaf
teacher of handicapped
teacher of mentally retarded
tutor
visiting teacher
vocational training instructor (includes 18 specialties)

The above list was taken from the *Dictionary of Occupational Titles*. A picture of part of the *Dictionary of Occupational Titles* is shown on the accompanying page.

You can appreciate that if you decide to become a teacher, you will have a wide choice of specialties!

09 OCCUPATIONS IN EDUCATION

This division includes occupations in education concerned with research, administration, and teaching. Includes occupations in the administration of Federal, State, and private programs for which a background in education is required. Excludes aids who assist classroom teachers by instructing sections of classes and coaching individual pupils, correcting papers, and performing clerical work. Excludes occupations concerned with clerical work exclusively. Occupations concerned with teaching art other than in primary and secondary schools are included in Group 149. Occupations concerned with teaching dramatics, dancing, music, athletics, games of mental skill, e.g., bridge and chess, and sports, other than in primary and secondary schools, are included in appropriate groups under Division 15. Occupations concerned with student and teacher personnel work and vocational guidance are included in Groups 045 and 166. Administrative occupations which do not require a background of education are included in groups under Division 16.

090. Occupations in College and University Education.

This group includes occupations concerned with research, administration, and teaching in schools beyond the secondary school level (including junior colleges, teachers colleges, and institutes, and specialized post-secondary vocational schools, such as commercial, laboratory technology, and aviation-training schools, as well as the graduate and undergraduate facilities and professional schools of colleges and universities). Teachers at this level usually specialize in one academic subject, professional discipline, or technical skill.

090.118 ACADEMIC DEAN (education)
- academic vice president
- dean of instruction
- dean of the faculty
- dean of the university
- provost
- vice president for instruction

ALUMNI SECRETARY (education)
- director, alumni relations

DEAN OF STUDENTS (education)
- dean of student affairs
- director of student services
- vice president for student affairs

Dean of Men (education)

Dean of Women (education)

DIRECTOR, EXTENSION WORK (education)

FINANCIAL AIDS OFFICER (education)
- director of financial aid and placement
- director of student aid

Chairman of Scholarship and Loans Committee (education)

PRESIDENT, EDUCATIONAL INSTITUTION (education)
- director of admissions

SUBCLASSIFY CURRICULUM (education)

090.228 FACULTY MEMBER, POSTSECONDARY (education)
- Acting Professor (education)
- Assistant Professor (education)
- Associate Professor (education)
- Clinical Instructor (education)
- Faculty Member, Technical Institute (education)
- Instructor (education)
- Lecturer (education)
- Professor (education)
- Research Assistant (education)
- Teacher, Junior College (education)
- Teaching Assistant (education)
- Visiting Professor (education)

INSTRUCTOR, EXTENSION WORK (education)

TEACHER, NORMAL SCHOOL (education) — instructor, normal school

INSTRUCTOR, MILITARY SCIENCE (education)

TEACHER, TECHNICAL EDUCATION (education)

090.268 GRADUATE ASSISTANT (education)
- Assistant-In Audio-Visual Materials (education)
- Assistant Instructor (education)
- Grader (education)
- Laboratory Assistant (education)
- Reader (education)
- Research Assistant (education)
- Teaching Fellow (education)

092. Occupations in Secondary School Education.

This group includes occupations concerned with research, administration, and teaching at the secondary school level (intermediate grades between primary school and college, including vocational schools at the secondary level). Teaching at this level is generally specialized according to one group of related subjects, such as physics, science, history, social studies, home economics, industrial arts, or music.

092.118 PRINCIPAL (education)
- preceptor
- preceptress

Principal, Elementary School (education)

Principal, High School (education)

HEADMASTER (education)
- principal, private school

SUPERINTENDENT, SCHOOLS (education)

092.168 MUSIC SUPERVISOR (education)

092.228 EDUCATIONAL THERAPIST (education)

TEACHER, SECONDARY SCHOOL (education)
- teacher, high school

Instructor, Typing (education)

Teacher, Agriculture (education)

Teacher, Bible (education)

Teacher, Commercial (education)

Teacher, English (education)

Teacher, Home Economics (education)

Teacher, Language (education)

Teacher, Stenography (education)

The large number of titles of occupations in the field of education is one indication of how varied your choices and opportunities can be. The above is only a small part of the Dictionary of Occupational Titles.

Many teachers combine specialties. For example, in high schools and junior high schools, teachers are sometimes asked to teach two or three subjects. Science-Math and Drama-Speech are instances of combinations of specialties. Your own interests, aptitudes, and personality should be considered in choosing your specialty. We will look at that question later. First, let us look at the essence, the common elements, of all teaching.

The specialty which all good teachers have in common is *ability to teach* and the capacity for understanding and guiding pupils in their learning and growing activities. As a classroom teacher you

will be called upon to put into practice your professional training. You will perform—sensitively, in spite of many intangibles—on a highly intricate and complex occupational level.

Teachers of all specialties, in whatever setting they teach, must be expert in using techniques for communicating and generating real learning of their subject. Instruction is not just a "telling" or "showing" process. If little or no learning happens, it cannot truly be said that teaching has taken place.

The professional teacher is an expert in maintaining a friendly, cooperative relationship between himself and his students and in fostering positive interaction among all the students in his classroom. Thus, communication is not two-dimensional between teacher and student, but multidimensional between teacher and student, and student and student. By dealing with his class members skillfully and sensitively as unique and valued individuals, he encourages a group spirit of mutual respect. He must know how to sustain an optimal learning climate. The teacher applies the latest and most effective techniques he has learned from his studies of educational psychology, learning theory, and group dynamics.

The teacher whose students are successful learners will have spent hours of planning before he starts a lesson. He will plan to clarify with his class the relevance and objectives of his topic. He will know in advance what he will say to guide their thinking, with questions he has thoughtfully prepared to raise. His planning will take into account careful preparations for using films, filmslides, audio tapes, educational TV and other special materials and demonstrations.

Successful teachers give a great deal of their professional time and effort to the technical process of *evaluation*. You, of course, are familiar with "tests," "quizzes," and "exams." The careful teacher prepares tests that are fair to his students and will tell the teacher how effective he himself has been in "getting his subject across."

Teachers are equally concerned, and spend much time in scoring tests. His testing goal is to interpret the answers of his students in order to decide what re-teaching must, and what new teaching can take place during his next lessons. Finally, the teacher must let each individual student know how well he is progressing toward the learning goals they had planned. Evaluation is not a final goal but, instead, an integral part in the learning process.

You may have the impression that the teacher is *over-burdened* with chores of correcting papers and "keeping school." It is important to note that a trend toward employing *teacher aides* has become well established. The professional teacher is being relieved of more

and more routine duties and thus being made more available as a person to work directly with students.

Because the teacher is interested in the continuing progress of each student, he will spend much of his time in keeping records of grades and of work completed. These records, much the same as report cards, are permanent and often helpful in the guidance of pupils. They can help reveal problems which may be interfering with learning. Thus, one student's sight difficulty may be uncovered as a cause of low grades in reading activities. Teachers are experts in detecting critically important handicaps in perceptual development, hearing, health, and other areas.

Concerned teachers are interested in all aspects of the healthy development of their students as whole personalities. They give an important share of their attention to the organized guidance program of their schools. Working with school counselors, they participate in regular programs of achievement and psychological testing. They confer with the school nurse and visiting teacher when there are signs of irregular attendance. They bring to the school counselor's attention those problems related to disturbed behavior or inadequate adjustment by their students to the school environment.

Teachers work in many different kinds of settings. The old image of the teacher standing all day at the head of a class of children seated in fixed rows is no longer always true. Many teachers work in classrooms that are arranged informally and encourage friendly, open relationships between teacher and pupil.

Social growth of all his students is a concern of the teacher. He will plan and manage activities which are intended to teach social skills. He will take classes on field trips, direct club activities, and lead group discussions on topics of interest to young people. The teacher's role in guiding his students is seen by many leaders in education and by many teachers to be as much a part of his life and work as are lessons and lectures about subject matter.

The teacher's personal involvement in the social growth of his students will be reflected, too, by his spending some time voluntarily in attending athletic events, school dances, graduation ceremonies, and other activities.

Teachers work with parents to help students. They consult with mothers and fathers for many reasons: to get information they may need in order to understand each child as an individual; to consider with parents the advisability of tutoring or other remedial help; or simply to report progress and maintain a cooperative home-school relationship. Teachers sometimes counsel with parents about ways to help their children improve study habits, or ways in which parents can encourage homework activities and independent study. Teachers supervise study halls in some schools. They generally assist any student needing individual help in improving study habits or in overcoming a specific learning problem.

IN WHAT SETTINGS DO TEACHERS WORK?

OF COURSE, the special nature of the teacher's work will vary somewhat with the specialty of the teacher and with the *setting* in which he works. For example, the math teacher in the high school is not as likely to be as involved with detecting and correcting reading difficulties as is the elementary teacher. The nursery school teacher will not have to face the chores of constructing, scoring, and interpreting written tests.

In general, the work of the teacher will vary markedly with the age and grade level of his charges. In the elementary school setting, he will stay with his same class practically all day. He will teach his class all their subjects, unless a special teacher is assigned to take over in music, physical education or others. As the grade level increases, specialization becomes narrower. At the high school level, the teacher may teach the same subject to 4-5 different classes. College teachers may deal only with a very limited area within a subject.

Likewise, the level of maturity on which the teacher relates to his classes will vary with their ages and the school setting. The

elementary teacher does many things for a child which are similar to those done by his parents. The nature of the student-teacher relationship during adolescence in junior and senior high schools, and during early college years becomes a complex and sometimes stressful one. Feelings of conflict with and hostility toward adults are expressed by teenagers in a variety of ways, some open and some very subtle. Teaching adolescents carries a responsibility for special understanding and qualities on the teacher's part.

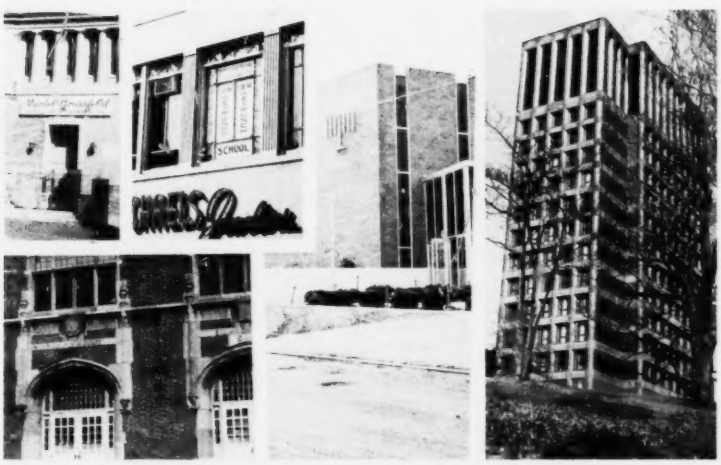
A sizable segment of American teachers work in private or independent school settings. The setting and the nature of the work are basically the same as in public schools. There are many private school settings designed to provide special services, therapy, remediation, and other services not otherwise available. Most nursery schools and many kindergartens are privately sponsored.

Parochial and religious schools are privately supported. They offer religious teaching in addition to the educational program to be found in the public schools. If you have positive feelings toward Jewish culture, tradition, religion and ideals, you will find that many challenging opportunities are available in the Jewish education system. Fields of specialization are:

1. Nursery school or kindergarten
2. Elementary and secondary day schools
3. Elementary and secondary Sunday and Hebrew schools
4. Adult education
5. University or college
6. Counseling—Jewish education, music, arts, crafts, etc.
7. Administration (schools, bureaus of Jewish education, Jewish summer camps)

B'nai B'rith Career and Counseling Services publishes a pamphlet called "A Career in Jewish Education," available for 35¢ from: B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D. C. 20036. For more information, you may also wish to read "There is a Career for You in Jewish Education," available for 10¢ from: American Association of Jewish Education, 101 Fifth Avenue, New York, N.Y. 10003. Other major religions sponsor careers in their own school systems.

Large school systems employ teachers of the homebound. These are *special* teachers who travel to the home to provide services for the youngster who cannot come to the school to learn. Many businesses and industrial organizations employ teachers to conduct regular programs of orientation and training of new personnel. Department stores often employ personnel trainers. Electronic computer manufacturers are notable examples of employers of large



Teachers work in settings as varied as the loft of a commercial building or the laboratory of a large university. Many work in private, religious settings.

numbers of teachers to train their customers in the sophisticated use of their equipment.

Teachers of special subjects—art, music, physical education—in some public school systems travel from school to school. They meet with many classes during the course of a week.

The variety of settings in which teachers work will be observed as you read further about differences in working conditions, hours of work, and special requirements. Teachers work in settings as varied as the training classes of a humming factory and the remote laboratory of a college campus. They have in common a pride in calling themselves teachers.

WHAT ARE TEACHERS' WORKING CONDITIONS LIKE TODAY?

IN GENERAL, except in overcrowded schools in older city neighborhoods, a teacher works in his own classroom in a modern, clean building. A trend toward air-conditioning and wall-to-wall carpeting has been observed. In suburban areas, the situation is markedly pleasant, particularly in schools built since World War II. Many are architecturally designed to facilitate creative and flexible teaching procedures. Schools having large faculties usually provide a comfortable lounge for use during planning periods. There is also a dining room for lunch away from the active bustle of the students' cafeteria. (In many situations, the faculty shares responsibility for supervising the students' cafeteria.)

During the current period, in particular, school situations in

which teachers work may vary from friendly to hostile. Some large city schools, in crowded neighborhoods, have had a recent record of morale and discipline problems. It can be said, however, that much effort is being directed toward assuring that such conditions are resolved. Many teachers find genuine satisfactions in working with parents and other citizens toward eliminating the underlying causes of hostility and antagonism in learning. Some have developed as specialists in teaching and counseling with disadvantaged children in inner cities, with migrant farm workers' children, and in rural pockets of poverty. Specialists in community relations, who work toward community-school cooperation, have been appointed by large city school boards.

The conditions under which teachers work require only reasonable physical strength and stamina. Physical education teachers and recreation directors must have a degree of athletic ability. They work with their classes in specially equipped gymnasiums and playgrounds. Industrial arts teachers must have the occupational abilities usually expected of persons who work in the vocational areas they teach. Their working conditions will resemble a typical on-the-job situation.

While teaching situations, in general, may be said to demand only reasonable strength and stamina, it has been observed that many teachers are quite fatigued by their day's end. Sufficient sleep, relaxation, and a well-ordered life are necessary for the teacher's role. The tension and fatigue will not be excessive for those teachers who are successfully and positively "getting along" with pupils, colleagues, administrators, and parents. In actual practice, many teachers say that they get a great deal of fun and stimulation from being with "the kids" all day. They leave school each day feeling "bouncy" and energized, rather than drained. The teacher who seeks quiet and solitude is unlikely to find it today.

DO TEACHERS REALLY WORK SHORT HOURS?

THE POPULAR IMAGE of the teacher's work day as being a short one is not realistic. Teaching is a full-time job. Teachers are at least as busy as workers in most fields. Planning lessons, scoring tests, counseling and consulting after school, along with attending after school meetings extend their working days.

Many teachers attend evening colleges for advanced graduate study. Studies are continued in order to improve their professional competencies and to keep up-to-date in their special fields. Teachers also read their professional journals and participate in after-school, in-service training programs. Often, after the school day is

officially over for students, teachers remain behind to coach athletics, produce school plays, rehearse the school orchestra, or lead school clubs.

If necessary, however, a teacher can often find himself free of his job obligations earlier in the day than most workers. A teacher's *official* work day begins approximately at 8:00 a.m. and lasts until 3:00 p.m. Hours will vary for nursery schools, kindergartens, and some schools which are on half-day sessions. Like many workers today, the teacher works a 5-day week. He has the advantage of having holidays on some 12-14 weekdays during the school year while others may be on their jobs.

In general, many teachers (most women teachers, few men) are able to enjoy a longer summer vacation than other workers. These fortunate ones can travel, study, and relax in preparation for the ensuing year. Many other teachers accept summer school assignments, playground jobs, camp counseling, and other jobs during their two months of summer "vacation." Still others must attend summer colleges to qualify for permanent appointment or promotion. A few education workers—mainly principals, counselors, administrators—serve during an 11-month year. The opportunity is sometimes available for a teacher to take a sabbatical, a year away from his work for study, research, and relaxation.

THE SOCIAL AND PSYCHOLOGICAL REWARDS OF TEACHING AS A LIFE WORK

TEACHING OFFERS THOSE who enter it the satisfaction of a very important human need—*belongingness*. More than in many other professional level careers, people in education readily find a place in their own group, and warm, friendly relations with their colleagues. A teacher works closely with a large number of other teachers in his own school and makes close and life-long friendships. His social life may include frequent visiting with faculty friends.

Some of the work of the teacher has been lightened by use of modern electronic test scoring machines.

Teachers have many opportunities to enjoy friendships and social activities with colleagues.

Relationships with administrators and supervisors are often friendly, based on common professional interests and backgrounds. Marriages between men and women teachers who have met in the course of their work relationship are more common than among many other professional groups.

The feeling of *belongingness* is enhanced for teachers, too, by membership in a professional organization and its related activities. Many teachers, typically, share other interests with colleagues—playing bridge, chess, or backgammon together; golfing, fishing, and camping in groups; travelling on group tours; attending plays, concerts, and lectures together.

Teaching also meets the important human need for self-respect and self-esteem—as well as the respect and esteem of others. Today teachers are more likely to be regarded by parents and any other citizens as competent and worthy persons than in past generations. The high level of training which teachers receive in today's colleges and the requirements for extended graduate study they must meet in most states, have helped teachers earn a high regard in an ever increasing number of communities.

A measure of the national importance with which teaching is regarded is indicated by the willingness of many selective service boards to grant occupational deferments to teachers.

Leading psychologists believe that human beings have strong instinctual needs for knowledge and understanding. A teacher is in a particularly good spot to satisfy such natural inquisitiveness. At the same time, he has the satisfaction of seeing the same human need being met in others as he watches children and youth around him "grow up." He knows he has a vitally important part in the growth process.

There are two other satisfactions to be found in teaching which are subtle and somewhat difficult to describe. Nevertheless, most teachers are sharply aware of the fact that their profession offers unique satisfactions. One of these is the need to make a contribution to others and to society. Teachers are in the pleasant position

of giving—ideas, knowledge, and skills. They are often appreciated by those who have received their gifts. Further, the teacher can be certain that the ideas, knowledge, and skills he passes on to others can never be lost. In fact, constant use of his ideas, knowledge, and skills—unlike use of material things—must ultimately add to the intellectual stockpile with which he works.

A career in teaching has long been seen as uniquely attractive because of the economic security it offers. It would be a mistake to choose a teaching career for this reason alone. In today's world of work, perhaps because of our economic affluence and the influence of labor unions, many careers offer comparable security and freedom from capricious firings. Many young teachers are finding that moving to a new position may often open up a chance for advancement well worth the temporary loss of security.

It is true, however, that if you like frequent changes of scene and opportunities for on-the-job travel, you are not likely to find those satisfactions in a teaching career. When selecting a career, you should analyze yourself in terms of whether you are suited to meet varying demands of that profession. It is important to recognize possible disadvantages, as well as advantages, of teaching as a career. Some teachers must stay in their classrooms for extended periods during the day and, in this respect, teaching may have a confining aspect.

Teachers are expected to keep a particular job they accept until, at least, the end of the school year. In some situations, a heavy teacher-student ratio presents a hindrance to the most effective teaching and learning. Although the situation is improving, teachers may also feel they lack sufficient supportive help, e.g. counselors, teacher aides, library aides, etc. School policy should also be considered. Depending on the school system, for example, there may exist administrative unwillingness to transfer teachers at their request within the system from one school to another. All in all, advantages and disadvantages ultimately relate to the particular candidate for a teaching position. Generally, after three years in a school system, a teacher has earned tenure of office. He can then, if he chooses, work in that same system until he retires on his pension.

The image of teachers as being rigidly supervised in their professional and social lives is not an accurate one today. While teachers are not as unrestricted as though they were self-employed, today's school systems offer more and more freedom for genuinely creative and constructive behavior in their classrooms and communities. Teachers are more active in political and civic affairs than the population-at-large. Certainly the life of the teacher need not be narrow and repetitive. Teaching poses no threat of depersonal-

ization and anonymity. The teacher who wishes to do so can readily find full opportunity—indeed, the challenge—to grow constantly toward everything that he *can* be.

TEACHERS MUST MEET SPECIAL REQUIREMENTS

IN ORDER TO PROTECT the children and public and to assure the quality of education in public and accredited private schools, the States have established limitations on who may be employed as a teacher.

A teacher must meet certification requirements of specified numbers and kinds of college courses he has passed. Certification requirements vary considerably from State to State. The prospective teacher must plan his college program well in advance in order to be employable in the State in which he desires to live and teach.

It is important to note that some communities within any particular State require its applicants to meet standards which exceed minimum certification requirements of their State Department of Education. Situations change frequently and requirements are often raised for beginning teachers. Once he has been fully certified, a teacher need not be concerned with certification requirements—unless he wants to relocate in another State. Many school systems require teachers to pass written and oral examinations in professional and special areas.

Certification requirements are spelled out very specifically. The applicant's credentials are checked thoroughly—in terms of defined courses designed for different levels and specialties. Elementary, middle, junior high, senior high, and special education teachers may be called upon to meet exact requirements for their respective specialties. Teachers of subject matter will find that there are a minimum number of courses required to be certified to teach. Qualifications to teach on the college level are checked by the colleges themselves, though some junior colleges may be affected by certification rules.

A teacher may be—and many are—the holder of more than one kind of certificate; for example, Science *and* Math, or Elementary *and* Junior High School. But he must, in almost every case, meet the requirements of each certificate he applies for. Principals, vice-principals, school counselors, supervisors, and department chairmen are also subject to specific certification requirements.

Reliable information about certification requirements may usually be obtained from the prospective teacher's own college or university. Academic advisers and counselors are generally available to help make choices of college courses. College catalogs al-

Professional preparation for new teachers involves the new student in direct observation of advanced methods and in learning to use the latest educational technology. In the picture at the top above new teachers are using a one-way vision mirror to watch a class in progress. The class cannot see them. In the lower picture students are viewing a video tape which they had just made in the adjoining studio. Such facilities are becoming increasingly available at colleges which train teachers.

most always spell out minimum requirements. Occasionally, it may be necessary to correspond directly with the department of education of a "foreign" State.

In times of teacher shortages in certain specialties, it is not uncommon for certification requirements to be temporarily relaxed. Thus a teacher may be employed even though he may lack some standard certification requirements. Often boards of education will base a salary schedule for a teacher on the level of his certificate. As a teacher gains experience he may qualify for a higher level of certification. He may qualify for a new specialty—a different subject, counseling, administration, a different level. He may find, if he wishes, everchanging challenges and satisfactions through a varied career in education.

WHAT KIND OF EDUCATION MUST A TEACHER HAVE?

IN ORDER TO QUALIFY for State certification, you must anticipate pursuing a college program of training and education. There are only a few States who do not require a minimum of a Bachelor's degree to teach in any of their schools. Several States have requirements which indicate a trend toward demanding a Master's degree. But, more directly, in order to become a competent teacher, it is essential that one earn at least a Bachelor's degree. You can plan to pursue a Master's degree while you are earning. Approximately 50% of all college teachers have earned a Doctorate. A doctoral degree is almost essential for becoming a *full professor.*

Teachers must be well-rounded persons. You may expect to study almost the same *liberal* or *general education* subjects during your freshman and sophomore years as are required of students in the pre-medical, pre-legal, and other professional preparation programs. General education requirements often include a course or two in each of the following: English (Speech, Literature), Mathematics, Social Sciences, Natural Sciences, Humanities, and Fine Arts. A foreign language will not likely be a requirement for teachers, but may be elected.

The junior and senior years of your four year program will include several courses in *professional education*. Secondary teachers spend only about 15% of their four years in college studying professional education subjects. Elementary teachers tend to spend more—about 25% to 30%. While there are a growing number of programs preparing teachers specifically for careers in higher education, most colleges do not consider professional education requirements in selecting their faculty.

Most colleges of education offer professional preparation through varying combinations of courses in these areas: study of the nature of children, the psychology of learning, methods of teaching, classroom management, and an understanding of the administration of the school. Master's degree programs in graduate schools of education offer in-depth study of professional education problems.

As part of your professional preparation you will have an opportunity to try out your teacher training. At the end of your program,

The successful teacher, regardless of the subject matter he teaches or the age of his pupils, is able to capture the interest of his students partly because he is interested in them as persons.

you will teach in an actual classroom situation under the supervision of a master teacher.

Each education student must also earn a major share of his course credits—about 40% to 50%—in his field of concentration or specialization. Here is a typical list of such "majors" offered by one college of education:

Business Education
Elementary Education
English
Foreign Languages
Health Education
Home Economics
Junior High School
Mathematics
Mentally Retarded
Music
Natural Sciences
Physical Education
Social Sciences
Speech Correction and Hearing Conservation
Theatre
Vocational Agriculture

While college programs vary somewhat, you may look forward to finding some time and leeway to select a few courses just for the sheer fun of learning something new and exploring broader interests.

In addition to earning a total of four full years of course credits, your college will require that you maintain or exceed minimum academic standards for your over-all record. Further, since many State departments of education are delegating to colleges the responsibilities for endorsing their graduates for certification, your college may expect you to demonstrate moral character and general fitness for teaching.

The educational process of becoming a teacher, in reality, provides for more flexibility than the above description of a Bachelor's program might indicate. Many students are now pursuing *five-year programs*. Five-year programs lead to both a Bachelor's degree in a non-teaching major and a Master's degree which meets teaching requirements. This degree is often called a Master of Arts in Teaching (M.A.T.). Many colleges offer minimal programs for those who have earned a Bachelor's degree in another area. Such minimal programs may meet certification requirements but not earn the student another degree.

WHAT ARE THE OPPORTUNITIES FOR OBTAINING A TEACHER EDUCATION?

YOU MAY CHOOSE THE COLLEGE you attend from among the large number of accredited institutions. It is more true of teaching than of many other professions that the college from which you graduate must be accredited. Colleges of education are accredited by the National Council for Accreditation of Teacher Education. You may obtain a list of accredited colleges from that organization, 1750 Pennsylvania Avenue, N.W., Washington, D. C. 20006. Your State Department of Education will help. Your school counselor may be counted on to have a list of accredited colleges on hand.

No student who wishes to become a teacher need decide against doing so because he personally lacks the funds. States support teacher education programs whose costs are minimal because they want to assure that public schools will be ably staffed. In addition, colleges of education offer financial aid to students who need it. It is not necessary to be a "brain" to obtain needed financial aid. Outright *grants-in-aid*, and *work-study* programs are increasingly available. Loans to college students are subsidized by federal and state programs. Such loans are made at a low interest rate and provide for deferring repayment until the student can comfortably do so after he graduates and begins to earn a

Teaching is a profession which demands constant growth and independent study. Many teachers attend evening colleges for graduate study to improve their professional competencies and to keep up-to-date in their special fields. Many attend summer college sessions to qualify for promotions.

Opportunities for advancement are available to those who succeed in education.

salary as a teacher. Some loans make it possible to be "forgiven" for part or all of the total amount, depending on the circumstances.

Additional information on financial aid can be found in a general reference source such as *Scholarships, Fellowships and Loans* by Dr. S. Norman Feingold (Bellman Publishing Company, P.O. Box 172, Cambridge, Mass. 02138). In addition to that guide, the same company issues a quarterly newsletter entitled "Scholarships, Fellowships and Loans News Service" that describes up-to-date student aid funds as they become available for young people and adults.

Candidates should also be cognizant of the growing number of directories that list funds available for residents of a particular state. An illustration of a helpful guide along these lines is *Scholarships and Other Financial Aids in Minnesota* by Ronald S. Kaiser and Benjamin Lasoff.

DOES TEACHING ALWAYS REQUIRE FOUR YEARS OF COLLEGE?

THE ANSWER TO THE QUESTION has already been given as almost a categorical "yes!" However, there may still be an appropriate career in education for you even if you cannot obtain a Bachelor's degree. You may find a very satisfying occupation as a *teacher*

aide. Hundreds of school systems are now employing teacher aides to perform the following duties:

Duplicating tests and other materials;
Helping with classroom housekeeping;
Typing class materials, tests, etc.;
Setting up audio-visual equipment and other instructional materials;
Helping with children's clothing;
Supervising the playground;
Correcting tests, homework, workbooks, etc.;
Reading aloud and story telling; and
Assisting in the school library.

Teacher aides who perform the above duties are likely to be adults who are financially compensated for their work. Others may be volunteers. Teacher aides may be employed either part-time or full-time.

Educational requirements for appointment as a teacher aide vary with the school system. Salaries will generally be based on the level of educational requirements.

Many of the new two-year colleges are offering programs to train persons as teacher aides on a paraprofessional level. Duties, salaries, and other characteristics of paraprofessional teacher aide positions, of course, reflect the added requirement of two years of college training.

You can investigate the possibility of a two-year teacher aide program by writing to the American Association of Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D. C. 20036.

MINORITY YOUTH

MANY COLLEGES OF EDUCATION are making special efforts to encourage minority youth to apply and provide considerable help to assure their attendance. Their objective is to train Black, Puerto Rican, Mexican-American, and other minority youths so they can return to teach in their own community schools.

An alternative to attending a four-year college may be found in the growing number of local junior colleges. These new institutions—also named community or county colleges—offer essentially the same general education program as in the first two years of many colleges of education. Graduates of community colleges are usually welcome as transfer students to the junior year of colleges of education. Public junior colleges can frequently be attended with no tuition cost, or at most, a nominal fee.

WHAT KIND OF PERSON MUST A TEACHER BE?

ACTUALLY, THERE ARE VERY WIDE VARIATIONS in the personalities, aptitudes, and interests of teachers. There are many different and unique ways in which teachers find themselves in demand. Anyone of decent moral character and college level ability may carve out a satisfying career which uses his teacher training.

Research has shown, however, that teachers who are most successful and satisfied have some characteristics in common which distinguish them from those who are not as successful or satisfied, or from those who drop out of teaching altogether. Since it is not easy to change an occupation after investing years of preparation, it may be wise to look at yourself frankly to see whether you are like teachers who are happy with the choice they made. Obtaining vocational testing and counseling is a well-tried and helpful way to make a decision.

Most frequently, successful teachers enter their profession for the following reasons, listed in order of frequency:

They said that they had an interest in and liking for children;
They had an interest in their special subject; and
They wanted security.

The personalities of successful teachers appear to have the following in common:

They are at ease socially;
They are willing to assume responsibility;
They are less subject to fears and worries than unsuccessful teachers;
They are sensitive to the opinions of others;
They are slow, and presumably, careful in making decisions;
They have a high level of curiosity and inquisitiveness; and
They are creative.

The teachers who are most liked by children are often described by them as having the following personal qualities: (The qualities are listed in the order of frequency in which children considered them most important.)

Cooperative, democratic attitude;
Kindness and consideration;
Patience;
Wide interests;
Pleasant personal appearance and manner;
Fairness and impartiality;
Sense of humor;
Good disposition and considerate behavior;

Interest in pupils problems;
Flexibility;
Use of recognition and praise; and
Unusual proficiency in teaching.

If you will look back at the list, you will notice that "*unusual proficiency*" in teaching was considered least important. Your personality and interests are most important in succeeding as a teacher. Likewise, research appears to indicate that right attitudes of the teacher are more important than unusually high intelligence. It is not always essential that the teacher be a "brain." According to the U. S. Employment Service, elementary and secondary school teachers may need more general intelligence than 70% of the population, more verbal ability than 60% of the general public, and more numerical ability than 60% of the public.

The minimum qualifying levels of test scores and grades in school vary with the specialty and subject. Of course, you must be proficient in the major you are considering. If you have made high grades in a subject in school and considered it as one of your "most favorite" subjects, you may be reasonably confident you have the capacity for learning to teach that subject. If you are planning to teach on a college level, you must expect to compete with the most intelligent and scholarly minds in your field.

If you apply to a college and are accepted, you may feel reasonably certain that the admissions officer feels you have a good chance of succeeding. The best rule is: Apply to a college early. It is wise to discuss your plans with your school counselor.

WHAT ARE A TEACHER'S SALARY AND BENEFITS LIKE?

THE EARNINGS OF TEACHERS VARY widely on the basis of several factors. It must be noted that the level of teaching is not a salary factor in public schools. For many years, teachers in elementary schools and teachers in secondary schools have been paid on the same salary schedule. Teachers of comparable experience and training receive equivalent salaries without regard to the grade taught. University teachers receive approximately 25% higher salaries than elementary and secondary teachers.

Salary schedules provide for regular annual raises. Thus, an experienced teacher will earn more than a beginning teacher within the same school system. The schedules of different systems will have different starting and maximum salaries, depending on the wealth of the community and the value it places on attracting and holding well-trained teachers. Most salary schedules compensate

for additional education. A person with a Master's degree will be offered a proportionately higher income than that earned by a teacher with a Bachelor's degree with the same number of years of experience.

ESTIMATED AVERAGE ANNUAL SALARIES OF TOTAL INSTRUCTIONAL STAFF AND OF TEACHERS, 1960-61 THROUGH 1970-71

School year	Average salary of instructional staff	Average salary of teachers		
		Elementary	Secondary	All teachers
1	2	3	4	5
		IN DOLLARS		
1960-61	$5,449	$5,075	$5,543	$5,275
1961-62	5,700	5,340	5,775	5,515
1962-63	5,921	5,560	5,980	5,732
1963-64	6,240	5,805	6,266	5,995
1964-65	6,465	5,985	6,451	6,195
1965-66	6,935	6,2[illegible]	6,761	6,485
1966-67	7,129	6,6[illegible]2	7,109	6,830
1967-68	7,709	7,208	7,692	7,423
1968-69	8,272	7,718	8,210	7,952
1969-70	9,047	8,412	8,891	8,635
1970-71	9,689	9,025	9,540	9,265
		INDEX: 1960-61 = 100.0		
1960-61	100.0	100.0	100.0	100.0
1961-62	104.6	105.2	104.2	104.5
1962-63	108.7	109.6	107.9	108.7
1963-64	114.5	114.4	113.0	113.6
1964-65	118.6	117.9	116.4	117.4
1965-66	127.3	123.7	122.0	122.9
1966-67	130.8	130.5	128.3	129.5
1967-68	141.5	142.0	138.8	140.7
1968-69	151.8	152.1	148.1	150.7
1969-70	166.0	165.8	160.4	163.7
1970-71	177.8	177.8	172.1	175.6

SOURCE: From U. S. Office of Education, and NEA Research Division, *Estimates of School Statistics.* All indexes computed by NEA Research Division.

"... the average salary of the total instructional staff increased from $5,449 in 1960-61 to $9,689 in 1970-71, or 77.8 percent. The increase has been slightly higher for elementary-school teachers compared with teachers in secondary schools. In terms of 1969-70 prices, the increase for the total instructional staff was only 34.7 percent for the period."

Quote is from "Economic Status of the Teaching Profession, 1970-71" (Washington: National Education Association. 1971. p. 27).

It is difficult to express teachers' salary figures accurately because of rapid changes. Each year or two, salary schedules are negotiated by organizations representing teachers. Most prominent among teachers' bargaining representatives are local chapters of the National Education Association and local unions of the American Federation of Teachers, AFL-CIO. Salaries are con-

tinually improving. The chart on the preceding page gives a recent picture.

One must take into consideration that salaries for teachers are based on a 9-10 month work year. Many teachers, particularly men, accept summer school assignments, camp jobs, playground and recreation positions, and related opportunities for supplementing their income. College teachers find additional compensation through writing, research, and consulting.

Teachers receive valuable "fringe benefits." They participate in pension plans, jointly subsidized by their employers, which guarantee retirement incomes. Generous paid sick leaves are generally available if misfortune strikes. Group insurance plans (life, accident, hospitalization) are either less expensive than for some other situations, or they are partly paid by the employing board.

On the other hand, teaching does impose several financial demands which some other professions may minimize. Teachers generally feel that they must dress properly in school, wear business clothes and keep themselves well-groomed. School locations in suburban and rural areas often may require that a teacher own and maintain an auto for transportation. Many find that membership dues in professional organizations cost hundreds of dollars each year. Attendance at state and national conventions are often paid for by the teacher. The cost of books, periodicals, and journals is not insignificant. Tuition for graduate studies is quite expensive. A teacher who pursues a Master's degree will pay tuition fees of $500 to $1000 annually or more.

HOW DOES A TEACHER ADVANCE DURING HIS CAREER?

MANY TEACHERS REMAIN IN CLASSROOM situations throughout their careers. They find their opportunities for professional growth and satisfaction through continually sharpening their skills. Such teaching specialists experiment with the latest methods—programmed instruction, computer assisted instruction, and educational TV are examples. They keep on exploring new and interesting relationships with pupils. Each class is a wholly different experience for the teacher who makes the classroom his career

Usually after a teacher successfully completes his first three years in a system, he is granted tenure. A teacher's contract practically assures him of annual increases in salary. As he gains added years of experience, he may also expect added responsibility—appointment to a school committee, or a part in an in-service training program, among others.

After he establishes his reputation, the classroom teacher may be recognized as a master in his field and requested by a college of education to be a supervisor for a *practice teacher* or *intern*. Able, experienced teachers will find many opportunities for a "lateral promotion," moving to a teaching position in a system which offers a higher salary schedule or better working conditions. Outstanding teachers often accept appointments to faculties of colleges of education and help train a new generation of classroom teachers.

Many successful secondary teachers are promoted to combination teaching-administration posts as *department chairmen*. Elementary teachers may become *supervisors* or *coordinators* of other teachers of their specialty in schools throughout their system. In each case, added responsibilities are compensated for by salary increases.

There are few teachers who find advancement through "going into business for themselves." Experienced kindergarten teachers have frequent opportunities to establish their own private nursery schools. Other teachers of special areas, primary remedial reading teachers, who have established reputations for excellence, may find opportunities for professional and economic advancement in private practice. Secondary and college teachers often find their tutoring skills in demand on a part-time professional fee basis.

Teachers on all grade levels who do not choose to remain in their classroom roles may choose at least three other lines of advancement. These include: *administration, pupil personnel services* (guidance), and *research*. When a teacher decides to seek a new role in education, he commits himself to study additional graduate level courses and meet new certification requirements.

Teachers who have a flair for leadership may find opportunities for an administrative role as a *vice-principal* or as a *principal*. A large proportion of vice-principals become principals. Experience as a vice-principal is looked upon with favor by employers; however, it is not always a requirement when filling a principal's position. Small schools may be administered only by the principal.

Administrators are teachers who have given up most of the tasks which would bring them into direct contact with pupils. They accept, instead, added responsibilities for direct contact with teachers, other administrators, and parents. Public relations become an important part of their work.

The top administrative post within a local school system is that of *superintendent*. His work responsibilities permit him almost no direct contact with pupils and bring him into closer contact with the public, community leaders, and professionals in his State department of education.

In colleges and universities, the administrative organization is often quite complex. Commonly, there are at least three administrative officers who support a college *president,* the position of highest leadership and public relations responsibility. These three include:

The *academic dean,* responsible for faculty relations and the college's overall scholarly activities;

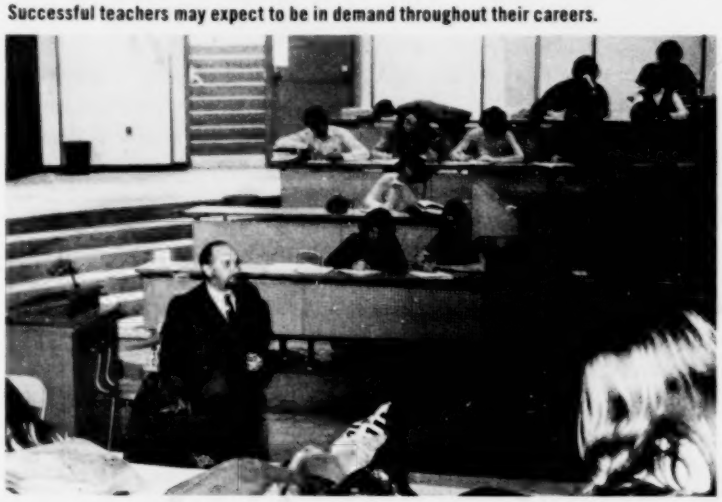
The *dean of students,* responsible for certain services to students (counseling, financial aid, student activities, dormitories, and others); and

The *dean of administration,* responsible for the college's physical plant, business transactions, collecting tuition, and related areas.

In larger universities (which are like associations of several different colleges on a common campus) there are often important administrative positions filled by a separate dean for each college. The dean will, in many respects, play much the same role as the president of a small college. The need to staff colleges and universities with other professionals to assist these administrators provides many opportunities for advancement. Competent teachers with administrative ability often find advancement as *assistant deans, assistant registrars,* and in other first steps toward top leadership in higher education.

Positions of an administrative nature are also found in State departments of education. Each of the fifty States employ educators to help schools carry out State laws and programs. They

Successful teachers may expect to be in demand throughout their careers.



supervise the use of any State funds. In general, they provide leadership for improvement of schools in their State. Some States employ educators to act as principals, to teach special subjects, and to provide other services for small, remote systems which could not support a full-time professional.

If a teacher wants to leave the classroom and still enjoy a close relationship with pupils and students, he can turn his career in the direction of guidance and other pupil personnel services. In each instance he will need to consider new certification requirements and learn new competencies in a graduate college of education. For some pupil personnel positions, the graduate of a teacher education program may find that his undergraduate training is not completely relevant. If he wishes to be a *school psychologist,* for example, it is necessary that he have had many undergraduate courses in psychology or a changeover may require additional time. Trends in certification requirements suggest that counselor education programs may be expected to require the equivalent of two years of graduate study within the very near future.

The opportunities for *counselors* in school settings are particularly worthy of attention as an avenue of advancement. High schools and junior high schools are continually seeking to reduce the number of students for whom one counselor is responsible. This can provide improved guidance for all students. Boards of education will probably appoint more counselors in the years ahead. Successful teachers, because of their familiarity with the school environment, are considered desirable candidates for counseling vacancies. There is a trend toward placing counselors in all elementary schools. New junior colleges are committed to providing guidance services for their students and employ many counselors from among the ranks of qualified high school teachers.

Teachers who want to move into research are able to find advancement. Large systems employ research staffs. State departments of education have such positions available. Colleges of education almost always have a department of research which provides information and service for schools in their locality. Private companies—textbook publishers, test publishers, equipment suppliers, and others—value highly the experienced teacher who wants to specialize in research. Such private companies also provide specialists in other fields many opportunities for advancement.

The U. S. Office of Education is a large federal agency which employs many educators. Roles of national leadership are available to outstanding persons in almost every phase of education. Positions with the U. S. Office of Education as *education special-*

ists, research specialists and *program analyst* are among the most prestigious and well paid. They are rewarding occupations available for those who enter and succeed in education as a career.

One cannot leave this section on lines of advancement in education without remarking on a trend in this area. Young people who enter teaching today are often able to advance very rapidly. A young man can find himself moved from the classroom, if he so desires, within a few years of accepting his first teaching assignment. Many assistant principals, counselors, and deans have achieved an advanced status at a very early age. When a vacancy occurs, if the essential requirements of training and ability can be met, young people are placed in positions that formerly had to be filled by teachers who had had many more years of experience. It is likely that this trend will continue.

WHAT IS THE OUTLOOK FOR CAREERS IN TEACHING?

THE DEANS OF the 70's may find faculty recruitment somewhat less of a problem than it was during the 60's. For one thing, the rate of increase in post-secondary enrollments is not as great as it was in the past decade. Further, greatly increased numbers of new college graduates will be available in the 70's and, with teachers' salaries now frequently comparable to entry salaries in other professions, the teacher shortage has disappeared in all but a few highly specialized fields. It is possible that such perennially short fields as physics, biology, engineering, and mathematics may move off the critical list in another year or two.

The point must be emphasized that shortages of teachers vary in their degree of acuteness according to the geographic area, the grade level, and the subject matter field. The picture changes from

Counselors can help you by providing reliable information from the latest reference sources. Counselors are always available in high school. When you are in college you will also find counselors who specialize in many areas: finding housing, selecting programs, solving financial aid problems, certification requirements. Before making a decision get all the facts you can.

year to year. It becomes essential then, if you plan to teach in a particular area, to obtain specific data about outlook and trends that might directly affect your career decisions. This is particularly so with respect to choosing your specialty. You will find much pertinent information and the most recent figures on the teacher demand-supply picture in the National Education Association's "Teaching Career Fact Book," and other references in the bibliography.

The approximate number of openings for every recent graduate of a college of education varies at certain times in certain parts of the country. The ratio of openings for elementary teachers versus openings for secondary teachers, varies from place to place and time to time. New teachers with excellent college records and a Master's degree in their subject field are being sought in growing numbers by two-year colleges. As the population "explosion" affects more and more colleges, there will be employment opportunities for new teachers who have worked as graduate assistants and are pursuing a Doctorate.

The outlook for teachers should include the fact that teachers are in demand in non-school settings in the "Knowledge industry." Textbook publishers, for example, employ graduates of colleges of education as editorial workers and book salesmen.

Teaching has long been an avenue for youth of minority groups to find positions in the American world of work which improved their social and economic status. As each new immigrant group came to this country, their first generation of native born children often found a place on the faculties of our public schools. This process is now opening up for Black, Puerto Rican, and Mexican-American young people. The generation of minority group teachers who have earlier established themselves in their profession are finding themselves welcomed in positions of administrative leadership and in higher education.

A word about the impact of automation on the teaching outlook. Progressive teachers will always explore the use of new resources —teaching machines, computer assisted instruction, video-taping, etc. They will keep on using those that prove most effective. The result will be that they will be free to give more of their time for individual attention to their students. Teachers will be in ever greater demand to meet the needs of children and teenagers for warm, human relationships with wise, kind adults.

HOW WILL YOU FIND YOUR FIRST POSITION IN TEACHING?

APPOINTMENT OF NEW TEACHERS is a relatively defined process and conducted on a high professional plane.

Your first attention should be paid to filing complete records in the *placement office* of the college from which you graduate. You will be carefully advised as to which papers might best be kept on file for future use. Among these will be letters of recommendation and rating forms completed by a few of your favorite professors, including usually one in the field of your major. It is essential that you file these placement papers while the information is current. As time moves on, professors change positions and for many reasons may not be available to tell a potential employer about your strong points.

Your college placement service is used as a resource by a large number of employing boards. You can be kept informed about vacancies for which you might appropriately apply. Upon your request, the placement office will forward copies of your record and letters of recommendation to an interested potential employer. Your own college placement service will not charge you for registering or for finding you a position. There may be a small charge for copying and forwarding your records. There are many private employment services. These are often reliable resources for finding your first position. They operate very much like the placement service of your own college, except that the private agency will charge a fee. You should, of course, ascertain the exact amount of your possible costs prior to registering in a private agency.

You must not overlook the desirability of making a visit in person to the personnel office of school systems in which you are interested. Many of these, even if they do not have an immediate vacancy for you, will want to know that you are available for the future. Employment pictures change so quickly that positions open up in surprisingly rapid succession. It is very likely that you will be in almost immediate demand by several systems as a *substitute* for regular teachers who must be temporarily absent. You will, incidentally, learn about important procedures for filing your papers, taking examinations if required, and obtaining certification.

Many employment opportunities can be found in classified advertisements of professional journals. Visit your college library and look through such journals as the *Journal of the American Association of Junior Colleges*. For a complete list of professional journals, you may wish to refer to *Periodicals in Education and Related Fields* by S. Norman Feingold and Dorothy L. Dahlberg, available for $1.00 from B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D. C. 20036. Classified sections in the newspapers of localities in which you want to teach often will be productive. The New York Times

These are advertisements clipped from the New York Times. Your own area newspaper may be a source of information about the specialties in teaching which are in demand during the current time. Newspaper and journal advertisements can be a source of leads when, after graduation, you are looking for a position.

publishes a section for employees seeking new teachers which includes nationwise offerings. The above illustration may be helpful.

Finally, a very gratifying source of employment leads will be encountered if you talk to your professors. They are in close touch with colleges and many neighboring school systems. They are often familiar with the employment picture. Your own professors offer the added advantage of knowing some of your strengths and weaknesses. They can counsel with you about which position is most

likely to be appropriate for someone with your unique abilities, interests, and personality.

WHERE CAN I GET MORE OF THE LATEST FACTS ABOUT TEACHING?

IT IS IMPORTANT THAT INFORMATION about teaching be current. The picture changes rapidly. You must also be sure that you have the correct facts about the community in which you plan to teach. The situation is different from place to place.

For reliable, current information about your own state and community, be sure to contact your State department of education and the office of the local superintendent of schools. If there is a college of education which you can visit, you are sure to find someone on the admissions or counseling staff who is a valuable source of current information. Advertisements in your area newspaper, like those pictured can be helpful.

The National Center for Information on Careers in Education is the major source of information on education careers in the United States. The Center defines education careers broadly—encompassing all allied educational positions in addition to those in the classroom.

Accurate, relevant, and current information has been assembled in a variety of media. If you wish these materials ranging from posters aimed at recruiting minorities, to a research study on youth attitudes toward these careers, to information on education careers, write:

National Center for Information on Careers in Education
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

If you are interested in the latest information about becoming a teacher aide, you should write to the American Association of Junior Colleges and request a list of programs for preparing teacher aides. The address is:

American Association of Junior Colleges
One Dupont Circle, N.W.
Washington, D. C. 20036

These are other sources of nationwide information about teaching as a career:

American Association of
University Professors
One Dupont Circle, N.W.
Washington, D. C. 20036

American Council on Education
One Dupont Circle, N.W.
Washington, D. C. 20036

American Federation of Teachers
716 North Rush Street
Chicago, Illinois 60611

Future Teachers of America
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

National Council for Accreditation
of Teacher Education
1750 Pennsylvania Avenue, N.W.
Washington, D. C. 20006

National Education Association
National Commission on Teacher
Education and Professional
Standards
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

WHAT ARE THE WAYS YOU CAN EXPLORE AND GET A TRY-OUT BEFORE YOU ENTER EDUCATION?

IF YOU ARE STILL IN HIGH SCHOOL, there are many ways you can get a realistic picture of teaching as a career before you invest in a teacher education program. There are opportunities for volunteering in teaching situations. You may join or organize a chapter of Future Teachers of America. Get as much factual information as you can by talking candidly to your teachers. Vocational testing and counseling can be very helpful. B'nai B'rith Career and Counseling Services offers vocational testing and counseling at 20 BBCCS field offices throughout the United States. Refer to the other sources of information about a career in teaching in the bibliography and in the next section.

If you are thinking about starting your career as a nursery, kindergarten, or elementary school teacher, you may find your volunteer help very welcome in many places. Visit a neighboring nursery or kindergarten and talk to the director. You will have a meaningful experience if you work in the Sunday School of your synagogue or church. Volunteer to help a playground director. You may assist your local scoutmaster or work as a camp counselor. Investigate the advantages of volunteering for the Peace Corps.

Talk to teachers whom you know well. It is important to be willing to listen to facts and apply them to your own unique needs. Don't glamourize. Many students have made a mistake because they entered teaching solely on the basis of admiration for a teacher whom they hoped to imitate. You can later talk to professors about realities of the academic world.

An early decision about your career sometimes indicates maturity. You will have until the end of your second year in college to commit yourself to a career in education and to make a choice of your major. While you are still a freshman or sophomore, you may find opportunities to explore teaching by electing courses in educational foundations. If you delay your decision too long, you may

Get the most recent facts you can about the changing world of education. New large buildings are being erected by many communities. In these are employed hundreds of teachers, counselors, and administrators. New schools are designed to make doing their jobs as pleasant and effective as possible.

find that some of your course credits may not be applicable to the major you finally select.

TEACHING – A SECOND CAREER FOR WOMEN?

IF YOU ARE A MATURE WOMAN whose family is almost launched, you may find teaching attractive. Your maturity and the insights you gained as a mother and community member will stand you in good stead. How quickly you can find a place for yourself will depend on many factors, such as your own initiative and openings in your area.

Teaching almost always requires meeting certification standards or education standards, except in some child care centers. In general, a Bachelor's degree is a minimum. Some systems may make concessions in view of acute teacher shortages. Such jobs are only "stop-gap" approaches.

If you have completed only one or two years of college, you may now want to counsel with the admissions officer of a local college of education. Mature women are considered to be very desirable applicants. If it is unlikely that you can return to complete your Bachelor degree requirements, refer to another section of this booklet, entitled "DOES TEACHING ALWAYS REQUIRE FOUR YEARS OF COLLEGE?," for information concerning opportunities as a teacher aide.

No matter what your qualifications or your needs for training are at present, you would be well advised to read carefully all parts of this booklet. Though you may enter the classroom for the first time with only a short-term goal in mind, you may best think of teaching as a career in education. It may be a second career which can last through at least as many years as did your career in child-rearing.

A FINAL WORD

YOU MAY HAVE HEARD many times that we live in a "changing world." The world of the educational enterprise is also a changing one. Your career in teaching may be expected to span over thirty years—past the year 2000. You will experience and be part of many changes.

There is no way—as yet—to predict the changes you will see. You cannot prepare for most of them right now. But you may be sure that a reasonable approach to career planning with a reliable source of counseling may help lead you happily through a varied and exciting work life.

If you are considering a career in education, it may be helpful to visit a B'nai B'rith Career and Counseling Services field office or Jewish Vocational Service office if there is one in or near your community. You may also obtain more information by writing to the following two national offices which coordinate Jewish guidance agencies:

National Office
B'nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D. C. 20036

Jewish Occupational Council
150 Fifth Avenue
New York, New York 10011

The American Board on Counseling Services, created by the American Personnel and Guidance Association, sets professional standards for counseling agencies. Approved agencies are re-evaluated every two years. The American Board's *Directory of Approved Counseling Agencies* attests to the quality of service provided at counseling agencies.

A "reasonable approach" to planning your career does not mean that you must know every move you will make. Don't try to write your autobiography just yet. Look forward instead to the satisfactions of BEING—of being a teacher, of being yourself, of being all that you can BECOME.

BIBLIOGRAPHY

Adams, S. and J. L. Garrett. *To Be a Teacher.* Englewood Cliffs, N. J.: Prentice Hall, 1969.

American Board on Counseling Services. *1969-1970 Directory of Approved Counseling Agencies.* Washington, D. C.: American Personnel and Guidance Association, 1970.

American Federation of Teachers. *Survey of Teachers' Salaries.* Chicago: American Federation of Teachers, 1969.

Bennett, W. S. and R. F. Falk. *New Careers and Urban Schools.* New York: Holt Publishing Co., 1970.

Biegeleisen, Jacob I. *Careers and Opportunities in Teaching.* (Rev. Ed.) New York: E. P. Dutton and Company, 1969.

Council for Exceptional Children. *Teacher Education Directory, Special Education, 1968-1969.* Washington, D. C.: Council for Exceptional Children, National Education Association, 1969.

Dowdell, Dorothy and Joseph. *Your Career in Teaching.* New York: Julian Messner, Inc., 1969.

Eddy, E. M. *Becoming a Teacher.* New York: Teachers College Press, 1969.

Eisen, Irving and Leonard H. Goodman. *A "Starter" File of Free Occupational Literature.* Washington, D. C.: B'nai B'rith Career and Counseling Services, 1970.

Eisen, Irving and Leonard H. Goodman. *Studying for Success in High School and College.* Washington, D. C.: B'nai B'rith Career and Counseling Services, 1968.

Feingold, S. Norman, "Educational Resources for the Handicapped." Washington, D. C.: B'nai B'rith Career and Counseling Services, 1964. (Reprint from *Performance: The Story of the Handicapped,* Vol. XIV, No. 10, 1964.)

Feingold, S. Norman, "Guidance for Gifted Students." Washington, D. C.: B'nai B'rith Career and Counseling Services, 1968. (Reprint from *Occupational Outlook Quarterly,* 12: 14-17, 1968.)

Feingold, S. Norman. *The Job Finder: It Pays to Advertise.* Cambridge, Mass.: Bellman Publishing Company, 1966.

Feingold, S. Norman. *Latest Information on Scholarships in the Space Age.* Washington, D. C.: B'nai B'rith Career and Counseling Services, 1968.

Feingold, S. Norman. *New Challenges in Counseling Jewish College Youth.* Washington, D. C.: B'nai B'rith Career and Counseling Services, 1967. (Reprint from *Journal of Jewish Communal Service,* 43: 237-244, 1967.)

Feingold, S. Norman. *Scholarships, Fellowships and Loans.* Cambridge, Mass.: Bellman Publishing Company, Vol. III, 1955. Vol. IV, 1962.

Feingold, S. Norman and Dorothy L. Dahlberg. *Periodicals in Education and Related Fields.* Washington, D. C.: B'nai B'rith Career and Counseling Services, 1967.

Feingold, S. Norman and Alfred Jospe. *College Guide for Jewish Youth.* Revised Edition. Washington, D. C.: B'nai B'rith Career and Counseling Services, 1968-69.

Feingold, S. Norman, Sol Swerdloff and William Mead. *Prep. School Guide for Jewish Youth,* Washington, D. C.: B'nai B'rith Career and Counseling Services. 1966.

Hopke, W. E. (Ed.). *The Encyclopedia of Careers and Vocational Guidance.* Chicago: J. G. Ferguson Publishing Company, 1967.

Kaiser, Ronald S. *Careers in Jewish Education.* Washington, D. C.: B'nai B'rith Career and Counseling Services, 1968.

Kaiser, Ronald S. and Benjamin Lasoff. *Scholarships and Other Financial Aids in Minnesota.* Minneapolis, Minn.: Twin Cities B'nai B'rith Career and Counseling Services, 1967.

Martinson, John and Martha Dix Graham. *Training Teacher Assistants in Community Colleges: A Survey of Experience to Date.* Washington, D. C.: Communications Service Corporation, 1968.

National Center for Information on Careers in Education. *Education Career Guide Series.* Washington, D. C.: National Center for Information on Careers in Education, 1971.

National Center for Information on Careers in Education. *Education Career Information Bibliography.* Washington, D. C.: National Center for Information on Careers in Education, 1971.

National Center for Information on Careers in Education. *Educator's Placement Guide.* Washington, D. C.: National Center for Information on Careers in Education, 1971.

National Center for Information on Careers in Education. *To Teach or Not to Teach.* Washington, D. C.: National Center for Information on Careers in Education, 1971.

National Center for Information on Careers in Education. *Una Causa Extraordinaria.* Washington, D. C.; National Center for Information on Careers in Education, 1971.

National Center for Information on Careers in Education, Youth on a Careers in Education. Washington, D. C.; National Center for Information on Careers in Education, 1971.

National Commission on Teacher Education and Professional Standards. *The Teacher and His Staff: Differentiating Teaching Roles.* Washington, D. C.: National Education Association, 1969.

National Education Association. *Economic Status of the Teaching Profession, 1970-71.* Washington, D. C.: National Education Association, 1971.

National Education Association. *Teaching Career Fact Book.* Washington, D. C.: National Education Association, 1966.

Perlman, Samuel. *Students Versus Parents: Problems and Conflicts.* Cambridge, Mass.: Doyle Publishing Company, 1969.

Pins, Arnulf M. *Your Opportunity for a Professional Career in Jewish Communal Service.* Washington, D. C.: B'nai B'rith Career and Counseling Services, 1968.

Pullias, Earl V. and James D. Young. *A Teacher is Many Things.* Bloomington, Ind.: Indiana University Press, 1968.

Robb, M. H. *Teacher Assistants.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

Scholarships, Fellowships and Loans News Service. A quarterly newsletter. Cambridge, Mass.: Bellman Publishing Company.

Scofield, N. E. and B. Klarman. *So You Want to Go Back to Work.* New York: Random House, 1968.

Shank, P. C. and W. McElroy. *The Para-professionals or Teacher Aides.* Midland, Mich.: Pendell Publishing Company, 1970.

Shockley, R. J. *Your Future in Elementary School Teaching.* New York: Richards Rosen Press, 1970.

Sinick, Daniel. *Part-Time, Summer and Volunteer Jobs for Jewish and Other Minority Group Youth.* Washington, D. C.: B'nai B'rith Career and Counseling Services, 1969.

Stiles, Lindley J. *Introduction to College: Education.* New York: G. P. Putnam's Sons, 1969.

U.S. Department of Labor. *Occupational Outlook Handbook.* Washington, D. C.: U.S. Government Printing Office, 1968.

U.S. Department of Labor, Women's Bureau. *Handbook on Women Workers.* Washington, D. C.: U.S. Government Printing Office, 1969.

COUNSELOR'S INFORMATION SERVICE

BIBLIOGRAPHY OF GUIDANCE PUBLICATIONS AVAILABLE

B'nai B'rith Career and Counseling Services

1640 Rhode Island Avenue, N.W.

Washington, D. C. 20036

A quarterly annotated bibliography of current literature on educational and vocational guidance. Nearly 250 books, pamphlets, and periodicals reviewed in each issue, many free. Subscription: $7.00 per year. For complimentary copy write:

Dr. S. Norman Feingold, *Editor*

Dept. 319F